

# THE LOYOLA happening

MARCH 27, 1972

## Modular course system experiment next year

by Dr. William Akin  
Chairman, History Department

A modular course system will be introduced at the Collegial level by Loyola's History Department this fall. A first at Loyola— and possibly any Canadian college— the system is aimed at creating greater student participation in the learning process — and removing students and teachers from the "lecture syndrome."

To be introduced initially on an experimental basis, it will replace half the traditional courses in History Department's C.E.G.E.P. program with four-week long topic modules. If successful it could be used as a basis for starting module programs in other departments at the Collegial level.

The module system, which has been successfully employed in pre-college education, but is virtually unknown in higher education, is seen by Collegial Studies Director Gerry Gross as a means of encouraging interdisciplinary approaches and team teaching.

As implemented by the History Department it will offer a series of 19 topic modules during the 1972-73 academic year under the course heading *Topics in History* (History 101). Nine topics will be offered the first term and nine the second term. An independent project will be possible in the final four week unit.

Each term will be divided into three four-week units so that a topic is offered three times. Students may take as many modules as they wish, and in any sequence, although normally they will take only one module during each time unit. Three modules will equal a half course, six a full course.

Although the aim is for flexibility and student independence, some fairly strict organizational procedures will be necessary to give the system a chance of working. Enrollment in each module will be limited to a maximum of 12 students. Groups will meet in seminars with their instructor once a week and will be encouraged to meet independently more often.

The new system has been designed to revitalize an interest in history that usually has been dulled by high school experience. All too often students have been conditioned to view history as dusty facts and dates to be committed to memory, devoid of relevance to their lives, and of interest only to cultural necrophiliacs.

The traditional lecture courses, which are usually organized chronologically and nationally, have often failed to alter such attitudes. Under such a system students are not sufficiently encouraged to become active participants in the learning process or to develop their faculties of critical analysis.

Also our C.E.G.E.P. courses at present are designed more to start students along the road to a specialization in history rather than geared to the level and needs of collegial students. The CEGEP Task Force has

been addressing itself to precisely this problem for the collegial program as a whole. The module system, hopefully, will be one of the answers to this as it offers a number of advantages and possibilities.

It allows students an expanded choice of topics for study and— hopefully— of subjects that interest them. It also provides them with an opportunity to follow their interests in ways that relate to their own program. As well it will give students the chance

How the History Department's modular course program will look:

### FIRST TERM:

Module 1: Indians in Canada (G. Decarie)

Module 2: The Fight against "Demon Rum" in Canadian History (G. Decarie)

Module 3: The Italian-Canadian Experience (G. Decarie)

Module 4: Apartheid in South Africa (M. Mason)

Module 5: Aspects of African Socialism (M. Mason)

Module 6: Aspects of Imperialism in Africa (M. Mason)

Module 7: The Feminist Movement, 1890-1920 (M. Porter)

Module 8: The Birth Control Movement (M. Porter)

Module 9: The Modern North American Family (M. Porter)

### SECOND TERM:

Module 10: Utopian Communities (W. Akin)

Module 11: The Economic Power Structure of an American City (W. Akin)

Module 12: The War in Indo-China, 1945-1970 (W. Akin)

Module 13: The Cultural Revolution in China (R. Porter)

Module 14: Women in China (R. Porter)

Module 15: Aspects of Imperialism in Asia (R. Porter)

Module 16: The "Quiet" Revolution in Quebec (M. Vipond)

Module 17: Socialism in Canada (M. Vipond)

Module 18: Contemporary Canadian Nationalism (M. Vipond)

Module 19: Independent Study Project (Staff) offered only in the final unit.

to acquire the analytical tools necessary to work independently in an effective fashion— and the occasion to do so. By the end of the year we hope students will be defining their own topics and researching them independently.

The goal is to produce self-fulfilling individuals who are not only aware of the world in which they live, but capable of an independent critical analysis of that world, informed by an awareness of the past. It is an ideal that is seldom achieved, but one worthy of our dedication.

## Loyola: Summa Cum Laude

Loyola's Intercollegiate fraternities have brought distinction to the college by gaining it a "Summa Cum Laude" plaque for the second consecutive year.

The plaque, awarded by the National Interfraternity Conference and the Fraternity Scholarship Officers' Association, has been the only one to go to a Canadian college both years.

More, Loyola ranked eighth out of the total of 22 North American colleges awarded the plaque for the academic year 1970-71. The previous year it was 9th out of 19. Altogether 232 institutions across the continent were represented in the latest competition.

A "Summa Cum Laude" campus is one in which all the intercollegiate fraternities have scholastic averages above the all-men's average at the college.

The National Interfraternity Conference comprises 52 general men's fraternities which have over 4,300 chapters at more than 600 colleges and universities. Total membership exceeds 2.5 million.

There are seven fraternities at Loyola: Tau Kappa Epsilon, Theta Sigma, Sigma Theta Phi, Phi Kappa Theta, Delta Epsilon Rho, and Delta Chi.



Academic Vice-President Dr. Joseph Burke being presented with the Summa Cum Laude plaque last Monday by Chris Danyliw, president of Loyola's Interfraternity Council.

## Summer Courses at Loyola

APPLICATIONS CLOSE MAY 26  
REGISTRATION MAY 29-31

EVENING CLASSES START  
JUNE 5

DAY CLASSES START JULY 3

## Loyola Orchestra Concert to close 75th celebrations

Loyola's Spring 75th anniversary celebrations will end Monday, April 10, with an off campus free gala concert by the Loyola Orchestra at the 1,000 seat Salle Claude Champagne.

The program will include Brahms' Academic Festival Overture, Ravel's Pavane pour une Infante Defunte, Bruch's Violin Concerto No. 1 in G (soloist Rudolph Schubert) and Dvorak's Symphony No 4 in G Op 88.

The concert also marks the end of the 45 member orchestra's second season under conductor Elizabeth Haughey, who is credited with building it up to become one of the best amateur orchestras in Canada today.

Miss Haughey studied music in Britain, gaining the Royal Academy of Music's Licentiate. She arrived in Montreal from her native Glasgow in 1968 and taught for the Catholic School Board for two years before coming to Loyola where she is now both Director of Music for the college and music teacher for the High School.

Miss Haughey will be conducting the orchestra at the April 10 concert which will start at 8:30 p.m. The Salle Claude Champagne is at 200 Bellingham Road.

## Grad Ball May 12— less formal this year

This year's Graduation Ball, to be held Friday, May 12, at the Sheraton Mount Royal Hotel, will be less formal than in previous years, says Grad Committee '72, David and Peter Authier, Frank Coverini, Chris Danyliw and Maireen Pennell.

The focus, they say, is on more people and more fun. They have decided to drop formal dress stipulation of past years and are going all out to attract undergrads, faculty, administration and alumni as well as graduating students.

Tickets will again be \$20.00 per couple (despite the fact that costs have risen by approximately 55%, says the committee) and will go on sale April 1. The price includes a full course meal for two. Music will be provided by the Noel Talarico Orchestra and an as yet unchosen group.



# La Semaine de la Francophonie

par Dr. Margret Anderson, Département d'Etudes Françaises

Lorsque les étudiants du Département d'Etudes Françaises se mettent à organiser quelque chose, ils n'y vont pas de main morte: leur SEMAINE DE LA FRANCOPHONIE nous a offert tout un éventail de conférences, de spectacles et de gaieté, allant de l'exercice universitairement littéraire à la provocation politique, en passant par le mythe de la femme castratrice; du théâtre à thèse au théâtre de l'absurde, pour aboutir à la satire vaudeville.

Le 5 mars une conférence de Gérard Bessette sur le roman québécois. Bessette apperaît comme la synthèse de l'artiste et de l'universitaire, synthèse qui fait de lui un très bon critique. Il nous fit rencontrer le personnage romanesque du XIXe siècle, mû par des forces extérieures, puis celui du XXe siècle. Il le voit d'abord profondément ancré dans son milieu familial ou social, mais, à partir de 1950-55, séparé de ce milieu et devenu un étranger, un minoritaire. Selon Bessette, ce changement serait beaucoup plus important que le changement spatial qui avait fait du roman québécois traditionnellement rural un roman essentiellement urbain. Notons que le Libraire s'inscrit très bien dans le roman d'aliénation et aurait pu servir d'exemple aussi dans l'exercice de critique universitaire sur le je et le il que Bessette nous présenta ensuite; mais Bessette ne mentionna aucune de ses propres œuvres.



Suzanne Paradis (à l'avant plan) et étudiants.

A partir de 1960, année de la Révolution Tranquille, le roman québécois va vers l'intériorisation, du il au je. Prise de conscience d'un peuple, simultanément exprimée par ses écrivains? Bessette affirmait, statistiques à l'appui, que le je minoritaire des romans publiés avant 1960 devient un je majoritaire après cette date. C'est devant ces statistiques que l'écrivain Bessette se manifesta: "Je jouis, dit-il, voyant la complaisance de mes statistiques." Jodoin aurait pu trouver cette formule.

Certains ont pu sortir de cette conférence légèrement déçus. Peut-être auraient-ils aimé rencontrer l'écrivain Bessette, tellement plus caustique. Mais lundi, à l'amphithéâtre Vanier, nous avions surtout rendez-vous avec Bessette, critique et professeur. Pour manifester son je le plus profond lors d'une conférence publique, Bessette est bien trop modeste. Ce qui le rend infiniment sympathique.

Le lendemain, conférence de Léandre Bergeron, auteur du petit manuel d'histoire du Québec, sur le

Québec, Passé-Présent. En moins de cinq minutes, voilà le passé expédié au loin. Un Littéraire vêtu d'une chemise ouvrier, parle politique. Il se fait l'avocat d'un nationalisme progressiste, celui de tous les opprimés, québécois ou autres. Il oppose ce nationalisme au nationalisme petit bourgeois qui serait celui du Parti Québécois. Bergeron se déclare en faveur d'un nationalisme populaire (soit rattaché à un Parti Québécois transformé, soit lié au mouvement syndicaliste) ouvert à tous. Les anglophones dans le Drummond Auditorium se réjouissent: le combat sur la langue est selon Bergeron un combat à tendance réactionnaire, menant à des aberrations telles que certaines bagarres entre ouvriers québécois et ouvriers italiens. Pour Bergeron, il s'agit de battre les Patrons et non pas les Anglais. On lui demande s'il lui est facile de réconcilier ses activités politiques avec celles du professeur de littérature (à Sir George Williams). L'orateur politique devient acteur: il mime le sort d'Euchariste (Trente Arpents), de Maria Chapdelaine. La littérature est, d'après Bergeron, un puits d'idéologie qui ne demande qu'à être exploité.

La conférence de Suzanne Paradis, prononcée en anglais à cause du nombre d'étudiants anglophones inscrits au cours sur La Femme dans la Société Moderne, se caractérisa par des difficultés d'ordre linguistique. Mme Paradis nous parla de la femme dans

le roman québécois et prit ses exemples chez Claire Martin. Elle nous mena de l'enfant martyr à la femme vengeresse, à qui seule la création artistique semble offrir une solution. La leçon que nous en tirons, c'est qu'il faut à tout prix développer le pouvoir créateur de la femme. Leçon que nous avons déjà apprise chez Virginia Woolf, chez Simone de Beauvoir et, dernièrement, chez Germaine Greer. Une solution qui reste individuelle et essentiellement bourgeoise. Suzanne Paradis avait l'air de vouloir nous dire que le féminisme est le mouvement d'une classe privilégiée. Mais cette femme-poète nous livra son message dans une langue qui n'est pas la sienne et qu'il l'intimida considérablement.

Nous sommes reconnaissants au professeur Paul Toupin de nous avoir donné l'occasion de voir Huis Clos à Loyola et en français. Jusqu'à maintenant, on n'y avait joué que la version anglaise. Or, c'est bien l'absurdité la plus totale que de présenter ici, à Montréal, des pièces françaises

en traduction anglaise. Quand les anglophones comprendront-ils donc que le cinéma et le théâtre sont de précieux instruments de travail dans l'apprentissage d'une langue?

Dans l'ensemble, les acteurs ont réussi à donner à la pièce l'intimité hostile voulue. Estelle, toutefois, était le personnage sur lequel notre attention se reportait, grâce au jeu très intense de Suzelle Farney. L'éclairage, à dominance rouge, symbolisait l'enfer et cernait sans merci les condamnés, tout en donnant à cette mise en scène un accent d'érotisme. M. Toupin avait intensifié l'exiguïté de cet enfer par une astuce fort bien choisie: les personnages s'entrecroisaient et se frôlaient sans cesse, concrétisant ainsi la célèbre formule: "L'enfer, c'est les autres." Ce n'était pas la seule contribution de M. Toupin à cette semaine mémorable. Il nous fit une conférence sur le Théâtre Québécois, dont il parle—avec beaucoup de sévérité—dans son livre L'Ecrivain et son Théâtre. Il répondit ensuite avec son élégance habituelle, avec humour et esprit, aux questions que les étudiants lui posaient sur le théâtre québécois d'aujourd'hui, tellement plus populaire que le théâtre classique français auquel le dramaturge Paul Toupin se rattache incontestablement et avec fierté.

La Troupe 544 présenta le Professeur Taranne, d'Arthur Adamov, dans le foyer de F. C. Smith. (Nous recommandons cette scène à tous les passionnés de théâtre. Elle a énormément de possibilités, avec ses deux escaliers et son balcon circulaire.) Il m'est difficile de critiquer un travail auquel j'ai moi-même participé. Mais je peux affirmer que ce travail fut pour la classe F544 et son professeur une expérience pédagogique sans pareil. Elle nous a permis de penser que les deux cents personnes qui ont assisté aux deux représentations se sont rendu compte que nous étions devenus un ensemble. Qu'on me permette de remercier ici les acteurs: René de Lanauze, d'abord, au visage si expressif, à la voix tantôt timide et angoissée, tantôt arrogante et haineuse. C'est René qui apprit aux autres que l'acteur a aussi un corps et qu'il lui faut s'en servir. Sans René de Lanauze, le Professeur Taranne n'aurait pas eu la même qualité, malgré la très belle et très cruelle Jeanne de Penny Bannarosh, la muette mais vigilante Vieille Employée d'Anne Raponi, malgré le jeu enthousiaste et précis des autres personnages que je ne peux énumérer, faute de place, mais que je remercie tous.

Pour clôturer la semaine, les étudiants avaient envahi la Chapelle en compagnie d'un groupe de comédiens-ouvriers, les 5ts Innocents. Il y avait là du comique de situation, de la satire religieuse, du cabaret politique. Les 5ts Innocents ont appris certaines choses chez Marcel Marceau et ont étudié les effets de son chez Jacques Tati. Ce qu'ils devraient encore apprendre, c'est que les accessoires sont bien moins importants que la rapidité et la précision si indispensables dans ce genre de spectacle. Notons que Loyola accueillit à cette occasion un assez grand nombre de jeunes Québécois. Nous espérons qu'ils reviendront nous voir. Félicitations aux étudiants du Département d'Etudes Françaises, en particulier à Franco Catanzariti et à Robert Masella, organisateurs de cette belle SEMAINE DE LA FRANCOPHONIE. Et à la prochaine!



Dr. Calvin Kalman at teletype terminal

## Computer teaching at Loyola

"If you can teach it, then the computer can be used as a tutorial aid." Working in this principle, Dr. Calvin Kalman, assistant physics professor at Loyola, and Ronald Smith, mathematics lecturer, have applied for a total of \$8,000 in grants from the National Research Council to develop a computer assisted instruction program for Collegial I physics students this summer.

The program, aimed at helping students with calculus in the course, is the second computer assisted instruction project at the college. Last year, together with former Loyola engineering lecturer David Kaufman, Dr. Kalman developed an experimental program that was tested on University physics and engineering students in December.

Dr. Kalman sees both projects as forerunners of much wider use of the computer as a teaching aid at Loyola. He forecasts that possibly as early as the 1975/76 academic year it could become a regular feature in many courses here.

"Research in the field is progressing rapidly and the current high costs should be down to a reasonable level by then," he says.

In computer assisted instruction programs students use teletype units connected to a computer. A specially designed program gives the students information and asks them questions. The program is multipurpose so that every student goes through it on a different path. It adjusts with the individual—if a student gives a different response to another student, then he receives a different reply from the computer.

The aim of computer assisted instruction, says Dr. Kalman, is not to replace teachers—but to assist them. "We are not trying to give whole courses by computer, I think that would be a bad thing—students could feel they were being turned into machines. Rather we want to help the teacher. I don't think that in a class of any size—say over 20 students—each individual can receive tutorial assistance. The computer can rectify this."

## Scholarship Winner

Giuseppa Di Paola, a fourth year chemistry student at Loyola, has become the fifth student from the department to receive an Ottawa awarded Centennial Scholarship in as many years. Inaugurated in 1967, the scholarships are worth \$5,500 a year, are renewable for three years and tenable at any Canadian University.



## Loyola Poetry book out next month

*Ferment*, the anthology of Loyola poetry compiled by the Poetry Writing Workshop, which is conducted by English professor Ron Wareham, will be published in early April.

It will present 112 poems by 50 authors, mainly students, but also faculty, staff and alumni. The final collection was chosen from almost 500 submitted works.

All the poems were read and evaluated by the 13 members of the workshop who made the book their major combined project of the second semester.

Being presented to celebrate Loyola's 75th Anniversary, *Ferment* follows in the tradition of *Amphora*, for many years the college's literary magazine. The new name, say the editors, was chosen to change the emphasis from containment to creative energy.

In the book the poems are presented in seven categories of fermentation corresponding to the seven days of creation and developing along the lines of an acrostic.

*Ferment* is designed by Robert E. Reid, of Professional Scholarly Publishing Services and illustrations are by Virginia Spicer and Kathy O'Hara. It will be on sale in the bookstore.

### Ferment editors

(back)  
Leslie Shlamovitz,  
Cathy Pearl,  
Lynda Carignan,  
Gordon Bathos;  
(Front)  
Gail Dalglish,  
Peter Calderone,  
Prof. Ron Wareham  
and Gary Boire.  
Five other students  
shared the task.



## Ferment reviewed

by Michael Scott  
Lecturer, English Dept.

The balance struck between an awareness (content), often an outer edge of awareness, and the word-play possibilities of one's language, as one sees them (form), determines the success of a poem. In *"Ferment"*, many fine chords have been struck.

The poems have been grouped into seven primary classifications deriving from an acrostic created in the Poetry Workshop. Their distinctive element however is not their theme, in the broad sense of subject category, but the individual sound, the "voice", of the poet.

Poems are most fun and probably most significant when taken as play-structures, many-levelled word-happenings, where the reader should be able to find, as indeed he can in the present word-tree, his niches. Thus one way of having fun is to take the poem from its creator and consider it as your own set of play-blocks to build with or change.

Do you want less regularity in *"The Mirror in Revolt"* — does it end with the powerful:

"Have you not yet assimilated the  
The whole duty of mirrors?"

Or more, in *"On Sylvia"* — is there not a "to" too many in the last line? Has not *"Pregnancy"* achieved its

climax with its second stanza:

"I wished to paint it for you  
In Blakean Splendor  
And give it to you  
At breakfast."

From the opening notes of *"Fantasy"*, the pinning to paper of an epiphany, to the point counter-point of *"Defacing School Property — 10 Demerits"*, the capability of the writers is happily and frequently negative.

To each poem its particular form of life. Some (*"Dimanche et Rachel"*, *"The Yellow Fog"*, *"To Fetch a Pail of Water"*) seem to purr their point, others (*"Mirror to Mirror"*) more stately, state. A kind of modesty denotes Paul Beauregard's poems, culminating in the quiet success of *"October Lady"*. In *"Carnivorous"* the chemistry is organic. Each is seminal in its own way. Eric Bloch's reminds me of certain college committee meetings. The spine-chilling *"Look"* by Linda Cahill defies criticism.

What is best in this thematic fermentation which passes through a series of primal dichotomies to yield wine and magic? There is (I. A. Richards oblige) no best, no best, and certainly no worst. We have different shapes and different strokes. The palette is our time and place, the compositions are unique.

## Choral Society steadily developing

by Elizabeth Haughey  
Director of Music

The Loyola Choral Society's annual spring concert, given Sunday, March 19, in the Loyola Chapel, showed once more that the Choral Society is steadily developing its musical style. Again, they chose new areas, and proved themselves more capable of meeting the challenge.

The concert opened with *"a cappella"* works in which the LeJeune *"Hélas Mon Dieu"* was given by the Choral Society and the Talis *"Salvador Mundi"* and Taverner *"Gloria"*, from the Westron Wynde Mass, were performed by the Vanier College Choir.

These latter works were rather taxing musically for the young guest singers, although their performance was well disciplined and accurate. However, it was a little disconcerting for the audience to have the choir placed in the loft behind them.

The principal work of the evening, Mozart's Mass in B flat K275, is an entirely delightful work scored for soprano, alto, tenor and bass soloists, chorus and strings. The performance throughout was alive with the singers taking an obvious pleasure in making music together.

The contribution of the four young soloists from the Montreal Conservatoire de Musique showed promise. The interpretation throughout was excellent, and in the Credo and Agnus Dei particularly, there were some well realized climatic moments.

At the end, however, one was left feeling that the concert was rather on the short side, and perhaps another larger work balancing the Mozart Mass would have been preferable, to the three shorter pieces.

## Summer Sport

During the summer months, the Athletic Complex will be open 12 hours a day, Monday through Saturday, for all members of the Loyola Community. Equipment will be available for badminton, volleyball, gymnastics, basketball (indoor and outdoor), football, soccer, weightlifting, table tennis, golf and billiards. Faculty or staff interested in playing on the Loyola softball team should contact Ron Allen at extension 380.



Seventh Annual Symposium on Economics: (left to right) C.I.L. Chairman Leonard Hynes, former Communications Minister Eric Kierans, Dr. Ray Jackson of the Science Council, Ottawa, Prof. Bernard Bonin of the Ecole des Hautes Etudes Commerciales, and Rod Blaker of Radio CJAD, taking part in the final panel discussion on the first day of the two day symposium held at Loyola this month. Loyola Engineering Dean George Jolly was a major speaker at the event.



Vin d'honneur: Mrs. Freda Haffey, Financial Aid Director, scholarship holders Henry Gerar, Joanne Casey and Israel Lebovsky, and Mr. Ralph Duder, Assistant to the President, at the Vin d'Honneur held for scholarship holders and student leaders by Loyola President Fr. Patrick G. Malone, the Scholarship Committee and Student Services, on March 8.



## CALENDAR OF EVENTS Loyola of Montreal To March 31, 1972

COMPILED BY DORIS HOULD,  
PHONE 482-0320, loc. 438 or  
744-6974

**Monday through Friday, March 27-31**  
— Student Art Exhibition — Open House All Week  
Time: 3:00 - 9:30 p.m.  
Place: Room 410 Central Building

**Tuesday, March 28**  
— Transcendental Meditation Introductory Meeting (daytime)  
Time: 11:45 a.m.  
Place: Room A-527 Administration Building

**Wednesday, March 29**  
— Loyola Film Series (Contemporary) Yasujiro Ozu's *End of Summer*, a deep and humorous treatment of Japanese family life and the conflict of generations.  
Time: 6 and 8  
Place: F. C. Smith Auditorium  
  
— Beer Bash  
Time: 2 to 6 p.m.  
Place: Guadagni Lounge  
Beer 35c a bottle, chips free

**Thursday, March 30**  
— Loyola Film Series (Contemporary) Masaki Kobayashi's *Harakiri*, a stunning, terrifying attack on the Samurai traditions  
Time: 7 and 9:30 p.m.  
Place: F. C. Smith Auditorium

**Friday, March 31** — Kenneth Clark's Civilization Series (daytime)  
Time: 12 noon  
Place: Vanier Auditorium

**Thursday through Sunday, March 30-April 2**  
— The Tempest directed by Alex Newall  
Time: March 30 — 2 P.M.  
March 31 - April 2: 8:30 p.m.  
Place: F. C. Smith Auditorium  
Tickets: \$2.00 non-students, \$1.25 students, \$1.00 groups

**Friday, May 12**  
— Graduation Ball  
Time: 8:00-2:00 a.m.  
Place: Sheraton-Mount Royal Hotel  
Dress: Formal or Dark Suit  
Admission: \$20.00 per couple

**Saturday, May 27**  
Convocation  
Dr. Colin B. Mackay, Executive Director of the Association of Universities and Colleges of Canada will be the guest speaker.

**May 5 through August 27**  
— Summer Film Series  
Date: every Friday, Saturday, and Sunday.  
Place: July 28, 29 30 and August 4, 5, 6, — Drummond Auditorium all other dates in the F. C. Smith Auditorium  
Admission: \$1.50 adults, \$1.00 students  
For information phone 482-0320 ext. 360

**Every Tuesday through the summer**  
— Duplicate Bridge Tournament  
Time: 7:45  
Place: Faculty Dining Room (West D.R.)  
Admission: \$1.00  
Participants are asked to pre-register with Mrs. L. Boucher, George Vanier Library, Extension 375 or Mr. Wally Groves, Extension 374

## Summer Courses at Loyola

*A selection of courses and institutes offered for the first time this year.*  
*For more information on these and other courses, contact the Summer School, Phone 482-8703*

### BIOLOGY

Plant Physiology  
Instructor: Dr. R. Omran

Studies in the area of plant physiology emphasizing the metabolism and membrane characteristics; enzymes; light and photosynthesis; respiration and fatty acid oxidation; hormones; growth and development.

### CHEMISTRY

Summer Institute in Chem Study  
June 26 - July 28

The Summer Institute is designed for teachers and prospective teachers of the Chem Study course using the original edition printed by W. H. Freeman & Company. Five broad concepts will be developed: Modern Atomic Structure Theory and Chemical Bonding; Solution Chemistry; Chemical Kinetics; Thermodynamics and Chemical Equilibrium in Homogeneous and Heterogeneous Systems; and Applied Chemistry.

### CLASSICS

Elementary Hebrew

An introductory course in reading, writing and grammar for students with little or no knowledge of Hebrew.

### COMMUNICATION ARTS

North American Summer Institute in Communication Arts —  
July 3 - August 11

A study of Media Man and Media World. An exploration of the creative potential and of the critical dimension of participants, revolving around media and their impact on the value systems of society. Students will be encouraged to develop a personal artistic and ethical statement on the quality of life and the goals of society. Instructors: D. Diniacopoulos, G. Swann.

Education for the 70's  
Instructors: D. Diniacopoulos, G. Swann.

Content and learning materials communicated in and through media. A primer in media use of particular interest to teachers. Students will be required to choose a specific subject, research relevant materials, prepare text and visuals and make a presentation to the class. Team effort will be stressed.

### ECONOMICS

Contemporary Economic Issues  
Instructor: Dr. F. Hayes

An analysis of some economic issues facing Canada: unemployment and inflation; monopoly; mergers; foreign ownership and control; income distribution; social welfare; the impact of the U.S. economy. Theoretical concepts will be developed as needed.

### ENGLISH

Summer Drama Institute  
Practical Production Programme  
July 3-August 11  
Co-ordinator: Dr. P. Spencely

The Summer Institute in Drama will offer a choice of practical and academic courses that will apply learning directly to the performance situation. Focus is on the production experience. Students will form a summer theatre production company, performing plays in repertory. Direction of productions as well as all aspects of the practical related courses will be conducted by theatre professionals. All students must elect Production Workshop, and one of the co-requisite courses: Creative Workshop in Acting, Lighting and Scene Design or one of the Dramatic Literature courses from the English Department listing.

### ETUDES FRANCAISES

Summer Programme in French Conversation — July 3 - August 11

This Summer Programme is open to students who wish to participate in an intensive programme in French Conversation. Classes will be held from 9:00 a.m. - 12 noon and from 1:30 to 3:30 p.m.

### FINE ARTS

Basic Design  
Instructor: K. Wills

A course in pure design, wherein two dimensional and three dimensional projects are balanced against each other in direct relationship for the student to experience working with flat and actual space. Line, form, color, collage, plaster, wire, tin and cardboard will be some of the media used to express the design ideas.

Basic Sculpture  
Instructor: E. Wertheimer

Basic experiences in conceiving sculptural forms both figurative and abstract. Emphasis will be placed on a firm knowledge of materials and techniques; individuality will be encouraged. Students also will be introduced to the historical development of sculpture.

### HEALTH EDUCATION

Community Health Information  
Co-ordinator: G. Lennox

Lectures will be given by members of the Montreal Area Medical Profession on subjects in the field of Human Development. Emphasis will be on topics of current interest in community life such as contraception, venereal disease, drugs, sexuality and parent-child relations, as they relate to the individual's participation at home and in the community.

School Health Services Seminar  
Co-ordinator: G. Lennox

Open to all members of pupil personnel services but directed especially to nurses working in educational settings. This seminar will explore the "team" approach to problems in current mental and physical health problems, such as drugs, venereal disease, diabetes, epilepsy, obesity, partially sighted, thoracic conditions, cardiac conditions, renal disorders, accidents, mental health and human sexual development.

### LIBRARY TECHNOLOGY

Data Processing and Automation  
Instructor: R. Daniels

Provides a basic introduction on the use of data processing and automation for library operations. Students will participate in a "workshop" that provides a practical application of the course content.

Technical Skills —  
Multi-Media Operations  
Instructor: W. Gardner

Largely practical, giving the student an opportunity to operate audio-visual machinery and software and become acquainted with day to day "do's and don'ts".

### MATHEMATICS

Mathematics for Elementary School Teachers and Parents  
July 3 - August 11  
Instructor: L. Bennett  
A comprehensive course in Mathematics designed for teachers of elementary grades who are responsible for developing ideas of Mathematics with children and for parents interested in the basic concepts and philosophy of the New Mathematics.

### POLITICAL SCIENCE

The Contemporary European International System  
Instructor: Dr. P. Noble

An examination of the evolution of the European system since 1945 focusing on three problem areas — East-West relations, the Atlantic Alliance, the West European integration. Special attention will be paid to the policies of the U.S., Britain, France and West Germany. Part of the course will consist of a simulation dealing with current foreign policy problems in Europe.

### PSYCHOLOGY

Human Information Processing  
Instructor: J. Campbell

Examines the way in which sensory input is transformed, recognized, stored, recovered and used. The course looks at pattern and speech recognition, memory, and attention, decision making and reasoning in the context of recent experimental and theoretical work.

### THEOLOGY

Challenges of Catholicism in the Province of Quebec.  
Instructor: Dr. J. Hofbeck

Because of its radical changes within one generation, and because of the exceptional variety of challenges from different life-styles, culture forms, world views and religions, Quebec Catholicism is one of the most interesting phenomena in the Catholic Church today. This course intends to analyse this situation from a genuine theological point of view.

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